Texas Education Agency

Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV,,Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 12: 03 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
NYOS Charter School	227804		
Vendor ID #	ESC Region #		DUNS #
742860628	13		077556655

Mailing address		City	State	ZIP Code
12301 Lamar Blvd.		Austin	TX	78753-

Primary Contact

First name	M.I.	Last name	Title
Sarah		Daly	21st CCLC Project Director
Telephone #	Email address		FAX #
512 275 1593	sdaly@nyos.org		
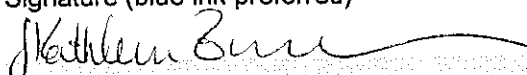
Secondary Contact

First name	M.I.	Last name	Title
Kathleen		Zimmermann	Executive Director, NYOS
Telephone #	Email address		FAX #
512 583 6967	kzimmermann@nyos.org		512 583 6973

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kathleen		Zimmermann	Executive Director, NYOS
Telephone #	Email address		FAX #
512 583 6967	kzimmermann@nyos.org		512 5836973

Signature (blue ink preferred)	Date signed
[signature: Kathleen Burr]	3-28-16

Only the legally responsible party may sign this application.

701-16-102-104

Schedule #1—General Information (cont.)

| County-district number or vendor ID: | 227-804 | Amendment # (for amendments only): |

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 07/01	End date (MM/DD): 06/31

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☒	No: ☐

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	227-804	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☐   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

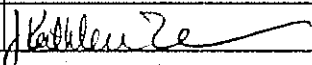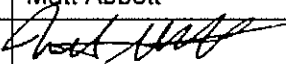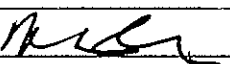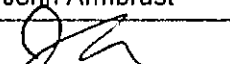| County-district number or vendor ID:	227-804	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1	227-804	Kathleen Zimmermann	(512) 583-6967	$543,880
·	NYOS Charter School Inc	*[signature]*	kzimmermann@nyos.org	
2	227803	Matt Abbott	(512) 220-9183	$671,190
·	Wayside Schools	*[signature]*	mabbott@waysideschools.org	
3	227817	Mark Diaz	(512) 419-1551	$235,730
·	Cedars international Academy	*[signature]*	mdiaz@cedars_academy.org	
4	227825	John Armbrust	(512) 626-3653	$343,030
·	Austin Achieve Public Schools	*[signature]*	jarmbrust@austinachieve.org	
5	County-District #	Name	Telephone number	Funding amount
·			Email address	
6	County-District #	Name	Telephone number	Funding amount
·	County-District Name		Email address	
7	County-District #	Name	Telephone number	Funding amount
·	County-District Name		Email address	
8	County-District #	Name	Telephone number	Funding amount
·	County-District Name		Email address	

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID: 227-804			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	$1,793,830

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID:227-804	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

OVERVIEW OF THE COMMUNITY: NYOS Charter School (2 campuses), in collaboration with Wayside Schools (3 Campuses), Cedars International Academy (1 campus), and Austin Achieve Public Schools (1 campus) will implement a targeted, high quality Out of School Time (OST) program through a partnership called the Texas ACE Austin Charter School Collaborative (ACE ACSC). The program will serve 1,122 regular students in grades K-12 throughout Travis County, and support the unique missions and educational goals of each charter school in the collaborative.

GENERAL DESCRIPITION: Meeting the academic needs of students most at risk of academic failure is the primary goal of ACE ACSC. This goal will be achieved by providing a holistic program that reflects the needs of each school community. ACE ACSC will nurture the academic, social, and emotional growth of students by engaging families, schools, and communities in a collective effort to improve success outcomes for students.

NEED FOR THE PROGRAM: The campuses participating in this collaborative serve a diverse student population with a high need for free OST programing. This high need is evidenced in by the following student data.
1) High population of LEP (Limited English Proficiency) students (30% average for the consortium).
2) High population of students At Risk for academic failure (56.4% average for the consortium).
3) High population of free/reduced lunch participants (61% average for the consortium).
4) Significant population of Special Education Students (7% average for the consortium).

In addition, all of the schools in ACE ACSC release early on Fridays for professional development. The professional development and teacher team planning is essential to student success during the school day, but creates a barrier for working families.

The ACE ACSC Community Advisory Council, with input from teacher and parent surveys, created a list of five High Needs Areas & Strategies that could be addressed by the 21st CCLC grant.

1) Supplemental academic support in math, reading, and writing for all struggling students, and specifically for LEP students and students with 504 plans or IEPs. ACE ACSC will implement two major strategies to meet this need. First, certified school day teachers will lead TEKS aligned tutorials for small groups of students. Second, workshops with an academic focus will be offered to adult family members. The topics will include family literacy, ESL classes, Adult Basic Literacy, family writing workshops, and family math numeration workshops.

2) Strengthening a pathway to college, especially for first generation college students. All students, including struggling students, should leave secondary school prepared for postsecondary education and the workforce. ACE ACSC will implement three major strategies to meet this need. First, elementary students will participate in Project-Based Learning activities centered on career pathways. Second, middle and high school students will participate in "student choice clubs" on topics including career pathways, SAT prep, essay writing, navigating the FAFSA and other financial aid applications, finding scholarships, and developing healthy life habits. Third, adult family members will be offered workshops to help them understand the processes and resources that are available to help get their child into college, leverage financial aid and loans wisely, and support the persistence required to complete a post-secondary credential.

3) Science, Technology, Engineering, and Mathematics (STEM) activities for all struggling students. ACE ACSC will implement two major strategies to meet this need. First, all students will participate in weekly STEM enrichment facilitated by community partners with programs that include design challenges, tinkering and makers' club, coding, and robotics. Third, STEM workshops facilitated by community partners will be offered to adult family members with topics such as coding with kids, and the science of cooking.

4) Social-Emotional Learning (SEL) activities for all struggling students, and specifically for students nominated by school counselors or social workers. Research from the School of Education at the University of California at Irvine found that OST programs that focused at least one program component on personal or social skills saw "improved social and behavioral outcomes, including gains in peer-to-peer social skills, pro-social behavior, engagement, intrinsic

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227-805	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

motivation, concentrated effort, and positive states of mind" (Pierce, K. M., Auger, A., & Vandell, D. L. 2013). ACE ACSC will implement three major strategies to meet this need. First, ACE ACSC will partner with a community organization that offers social-emotional support from licensed counselors to provide small group counseling activities and SEL enrichment. Second, ACE ACSC will use restorative practices to encourage positive behavior during all ACE ACSC activities. Third, family focused workshops will be offered to adult family members and, depending on the needs of the campus, may include family counseling, parenting classes, and communication workshops.

5) Community engagement and service learning for struggling students. "Service-learning has been shown to enhance motivation to learn, and it is associated with both increased attendance and reduced dropout rates (Fiske 2002)." ACE ACSC will implement two major strategies to meet this need. First, all students will participate in community service projects using Project-Based-Learning. The length and type of projects will be determined by the students and the needs of the campus. During these projects, students will tackle real world problems, find solutions, and celebrate their success. Second, adult family members and other adult advocates will be given the opportunity to volunteers with the community service projects.

The Community Advisory Council also concluded that in order to meet these five needs and implement the strategies effectively, ACE Site Coordinators and ACE frontline staff (certified school day teachers and youth leaders) must be highly trained. Therefore, Site Coordinators and ACE frontline staff will attend ongoing school day professional development, STEM and SEL training, and the Youth Work Method Series from the Center for Youth Program Quality.

ALIGNMENT WITH TEA PURPOSE & GOALS: To achieve the TEA objectives of improving academic performance, school-day attendance, positive behavior, promotion rates, and graduation rates, all activities will align with the Texas ACE Four-Component Activity Model (academic support, enrichment, college & career readiness, family engagement). As outlined in the TEAs Critical Success Factor Model and Milestones, ACE ACSC will use innovative strategies to engage students and families, increase involvement by strengthening relationships between families, school and communities, use data to drive decision making, and give staff the tools they need to be successful through ongoing professional development. ACE ACSC will monitor to progress towards meeting the objectives by creating SMART goals (Specific, Measurable, Achievable, Realistic and Time Bound) for all activities that are analyzed each term.

NEW AND EXPANDED SERVICES: Three campuses (in collaboration with NYOS as the fiscal agent) have run successful 21st CLCC programs (NYOS ACE), which for the past ten years have provided comprehensive afterschool and summer programs. **ACE ACSC will scale the successful NYOS ACE program from 3 centers to 7 centers.** Benefits of scaling the existing program include: 1. servings significantly more students and families (from 250 to 1,122); 2. sharing of a massive database of TEKS aligned Texas ACE lesson plans and OST curriculums; 3. building on relationships with numerous community partners; 4. sharing existing methods for continuous improvement and responsive feedback; 5. sharing existing professional development trainings; 6. allocating grant level costs more efficiently; 7. increasing collective bargaining power for contracted services and supplies.

STAKEHOLDER INPUT: In order to be sure that each campus' program is reflective of the needs of its community, ACE ACSC will work with the Community Advisory Council (CAC). The CAC will be composed of district and school leadership, parents, community and business partners. The CAC will have an oversight function to assure that ACE ACSC works effectively and efficiently to meet the Texas ACE objectives. The CAC will also help develop and execute a sustainability plan, to assure that quality OST programs will remain in these communities. Additionally, ongoing stakeholder input will be collected through annual stakeholder surveys, parent and student meetings, and daily collaboration with school teachers and school leadership.

SUMMARY: ACE ACSC will form a collaborative network of charter schools with an identified need for a research based Out-of-School-Time (OST) program. ACE ACSC will support development of the whole child in alignment with whole schools and whole communities. The collaborative will leverage common resources while developing programs that meet the unique needs of campus communities as defined by their families and staff. The program will be designed to engage participation from every stakeholder: students, adult family members, district and school leadership, community and business partners. By working closely together, participating schools will create an OST community that can share ideas, solve problems, and share resources--all to benefit of our highest-need students.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 227-804				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,225,546	$8,000	$1,233,546
Schedule #8	Professional and Contracted Services (6200)	6200	$480,060	$21,000	$501,060
Schedule #9	Supplies and Materials (6300)	6300	$18,640	$	$18,640
Schedule #10	Other Operating Costs (6400)	6400	$24,584	$	$24,584
Schedule #11	Capital Outlay (6600)	6600	$16,000	$	$16,000
	Consolidate Administrative Funds			☐ Yes **No**	
Total direct costs:			$1,764,830	$29,000	$1,793,830
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$1,764,830	$29,000	$1,793,830
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$1,234,950	$15,000	$1,249,950
Administrative Cost Calculation					
Enter the total grant amount requested:					$1,793,830
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					$89,692

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 227-804		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher	31		$257,000
2 Educational aide (Youth Leader)	47		$316,462
3 Tutor			$
Program Management and Administration			
4 Project director (required)		1	$63,000
5 Site coordinator (required)	7		$315,000
6 Family engagement specialist (required)	1		$36,000
7 Secretary/administrative assistant			$
8 Data entry clerk			$
9 Grant accountant/bookkeeper		1	$8,000
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Program Assistant	7		$99,750
20 Curriculum Specialist	4		$11,700
21 Title			$
22		Subtotal employee costs:	$1,106,912
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$126,634
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$1,233,546

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 227-804	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Family & Student Activities - SEL Counseling Services	$70,000
2	Local Evaluation Services	$21,000
3	Professional Development for ACE frontline staff	$21,000
4	Family & Student Activities -Arts Enrichment (Visual Art, Music, Dance, Theatre)	$83,390
5	Family & Student Activities -STEM Enrichment (Coding, Computer Science, Robotics)	$83,390
6	Family & Student Activities -College & Career (SAT Prep and Health Habits)	$83,390
7	Family & Student Activities -Physical Education (Yoga, Zumba, Family Sports etc.)	$83,390
8	Bus rental for student transportation to community center & summer field trips	$55,500
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$501,060
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$501,060

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227-804	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$18,640
	Grand total:	**$18,640**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-804	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$8,284
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
Subtotal other operating costs requiring specific approval:		$8,284
	Remaining 6400—Other operating costs that do not require specific approval:	$16,300
	Grand total:	**$24,584**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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\#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	**Schedule \#11—Capital Outlay (6600)**			
County-District Number or Vendor ID: 227-804			Amendment number (for amendments only):	
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2	Computer for Project Director	1	$500	$500
3	Computer for Family Engagement Specialist	1	$500	$500
4	Computers for Site Coordinators	6	$500	$3,000
5	Computers for Program Assistants	6	$500	$3,000
6	Computers for Frontline Staff/Classrooms	18	$500	$9,000
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$16,000
			Grand total:	**$16,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	308	9.4%	Attendance rate	96%
Hispanic	2055	62.8%	Annual dropout rate (Gr 9-12)	0%
White	696	21.3%	Students taking the ACT and/or SAT	7.1%
Asian	103	3.1%	Average SAT score (number value, not a percentage)	1452
Economically disadvantaged	2005	61.3%	Average ACT score (number value, not a percentage)	23.5
Limited English proficient (LEP)	971	29.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	56.5%
Disciplinary placements	0	0%		

Comments

Four districts form the ACE ACSC serving 7 schools. The specific challenges to each district are:
AUSTIN ACHIEVE PUBLIC SCHOOLS- 93% of Austin Achieve student qualify for free/reduced lunch. Most students begin their middle school career at Austin Achieve nearly three grade levels behind in reading. Only 8% of incoming sixth graders are on grade level in reading.
CEDARS INTERNATIONAL ACADEMY – 83% of students qualify for free/reduced lunch. The campus has an especially high need for intentional instruction in reading and writing, especially for LEP students.
NYOS CHARTER SCHOOLS - Data indicates a consistent, steady increase in numbers of LEP and Economically Disadvantaged students. In 2012-2013 there were 131 LEP students and 316 Eco Dis students enrolled. In 2014-2015 there were 175 LEP students and 375 Eco Dis students enrolled. Increased access to specific, intentional instruction in the academic content areas (math, reading, writing, science and social studies), with strategic emphasis on content vocabulary, requires additional time and support for students to maximize opportunities for academic success.
WAYSIDE SCHOOLS - 63% of students attending Wayside Schools are classified as "At Risk" per Texas Ed Code 29.081(d). Within the past 3 years, the percentages of students who are LEP have grown from 0% to 33% district-wide. The number of economically disadvantaged students has increased from 38% to over 60% district-wide.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	14	6.2%	No degree	0	0%
Hispanic	36	16%	Bachelor's degree	163	72.4%
White	169	75.1%	Master's degree	57	25.3%
Asian	6	2.7%	Doctorate	3	1.3%
1-5 years exp.	88	39.1%	Avg. salary, 1-5 years exp.	$45,503	N/A
6-10 years exp.	55	22.2%	Avg. salary, 6-10 years exp.	$44, 849	N/A
11-20 years exp.	34	15.1%	Avg. salary, 11-20 years exp.	$49, 999	N/A
Over 20 years exp.	11	4.9%	Avg. salary, over 20 years exp.	$45, 129	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 227-804									Amendment # (for amendments only):						

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	86	102	102	102	102	102	164	146	126	36	18	18	18	1122
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	86	102	102	102	102	102	164	146	126	36	18	18	18	1122

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When developing a successful consortium covering a wide geography and diverse communities, it is essential to assure that all stakeholders have the opportunity to participate in a review of programming needs. In addition, data from a variety of sources in each community needs to be used in order to objectively assess the needs and resources for the program. To this end, surveys were administered to teachers and parents at each proposed center. The primary propose of the surveys was to gauge the need for an out-of-school-time (OST) program for working families. Additionally, the surveys gauged the level of community and school support for the program.

RESULTS FROM TEACHER AND PARENT SURVEYS: The surveys demonstrated very high levels support for a school-based OST program in all communities. 91% of parents and 91% of teachers agreed that an OST would benefit the school community. Demonstrating the need for a supported program, only 36% of parents said they were willing or able to pay for the OST program. 83% of parents and 76% of teachers see a need for the school to take the lead in developing the OST program, which supports the ongoing need for the school and community to collaborate. Parents see a need for OST programing to be offered during the following times: after-school 86%, summer 59%, during school breaks (spring and fall) 44%, and before-school 28%. 84% of parents and 90% of teachers see a need for academic assistance. Parents ranked math (79%) and reading (78%) highest areas for need. Teachers ranked reading (91%) and math (89%) as the highest areas of need for academic assistance. 90% of parents and 87% of teachers see a need for enrichment, and college and career readiness activities. Parents ranked computer science and technology (81%), and engineering and design (77%) as the highest areas of need. Teachers ranked social-emotional learning and character building (88%), and computer science and technology (84%) as the highest areas of need. 75% of parents and 73% of teachers see a need for family engagement activities. Parents ranked family focused workshops/events (70%), and academic focused workshops/events (69%) as the highest areas of need. Teachers ranked academic focused workshops/events (78%) and community focused workshops/events (75%) as the highest areas of need.

Once this information was received, The Community Advisory Council (CAC), consisting of seventeen school community members with representatives from each proposed center was formed. The CAC, along with current Cycle 7 Project Director reviewed the data and Campus Improvement Plans. While each campus has individual needs, common issues were seen in the data analysis. All members agree that, an OST program was essential to improving student success outcomes and for engaging family and community members. The CAC agreed upon the following needs and processes for the Texas ACE Austin Charter School Collaborative (ACE ACSC):

1) All centers should target students for program enrollment through a data-driven nomination process. A teacher, administrator, or school counselor will nominate students to the program. The first priority will be academic need as evidenced by assessment data. The second priority will be social-emotional need or economic status. The third priority will be parent request (to accommodate the needs of working families).
2) The number of students to be served at each center will be determined using: a) percentage of student population in need of academic improvement; b) percentage of students receiving free or reduced lunch.
3) Academic support should incorporate the following: Reading, math, and writing tutorials and Blended Learning for all students in need of improvement, and specifically for LEP students and students with 504 plans.
4) Enrichment activities should incorporate the following: Social-Emotional Learning (SEL), Performing and Visual Arts, Health and Wellness, Social Studies, and Physical Education.
5) College and career readiness activities should Incorporate the following: Science, Technology, Engineering, and Mathematics (STEM), and preparation and tools for first generation college students, and healthy habits.
6) Family engagement is absolutely essential to student success and should incorporate the following: Workshops for students and adult family members to participate in together, workshops for adults only, and events foster school connections.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified	How Implemented Grant Program Would Address
1.	Academic assistance in math (processing standards, using math in the real world, cognitive strategies for problem solving) reading (academic vocabulary, building fluency, reading comprehension), and writing (planning, revising, editing, and publishing) for all struggling students, and specifically for LEP students and students with 504 plans or IEPs.	Students will be nominated to participate in teacher-led, TEKS aligned small group tutorials. These students will also participate in enrichment every day after school and in the summer providing working families with a supportive, academically stimulating, safe environment for their children outside of school. Adult/family workshops will give parents the tools and knowledge to support the academic needs of their children.
2.	Strengthening the pathway to college, especially for first generation college students. There are numerous barriers for first generation college students. It has been shown that these students and their families need extensive mentoring in order to be successful.	Primary students -Project-Based Learning activities will center on career pathways. Secondary students - student choice clubs on topics including career pathways, ACT/SAT prep, essay writing, wise use of financial aid, finding scholarships, planning for persistence, and healthy life habits. Adult/family workshops will help parents understand the processes and resources that are available to help get their child into and succeed in college.
3.	STEM activities for all struggling students. To be prepared for college and the workforce, all students need an understanding of STEM skills. STEM job are in high demand.	Students will participate in STEM activities offered by community organizations using research based curriculum and high quality STEM experts. Activities may include Makers Club, Raspberry Pi, Sustainability Audits and Design Challenges. Adult/family STEM workshops will be provide families with opportunities to explore STEM topics together.
4.	Social-Emotional Learning (SEL) activities for all struggling students, and specifically for students nominated by school counselors or social workers to strengthen relationship skills, responsible decision-making, social awareness, self-management, and self-awareness (These are the five competencies from the Collaborative for Academic, Social, Emotional, and Learning (CASEL)).	Students will participate in counselor-led small group enrichment. In addition, all ACE staff will use restorative practice to encourage positive behavior. Adult/family workshops will be offered that strengthen family connections and empower parents to support their children socially and emotionally.
5.	Community engagement and service learning using Project Based Learning for struggling students.	All students will participate in community service projects. During these projects, students will tackle real world problems and find solutions. They will strengthen 21st Century Skills and explore topics in arts education, health and wellness, and social studies. Adult family members will be given the opportunity to assist with the community service projects.

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	Schedule #14—Management Plan	

County-district number or vendor ID: 227-804 | **Amendment # (for amendments only):**

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director **[PD]**	Sarah Daly – Over 11 years of experience working for OST programs including Youth Worker/Teacher, Site Coordinator and Project Director. Holds BA and pursuing an MPA with focus on evaluation and research, and nonprofit leadership.
2.	Site Coordinator(s) **[SC]**	Returning SCs – Vanessa Molla, La Terika Wilson, Madison Pickens. Required –Bachelor's Degree & 3 years' experience in budging, supervising, program management, data collection, and lesson planning. Preferred -teaching certification, master's degree, and bi-lingual.
3.	Family Engagement Specialist **[FES]**	Erin Stangland – Over 6 years of experience as an adult educator for non-governmental organizations, 6 years' experience as a licensed childcare director. 3 years' experience Family Engagement Specialist. Holds a BA. Bi-lingual.
4.	Local Evaluator **[LE]**	As outlined an EDGAR a request for proposals will be issued for a qualified local evaluator. Experience evaluating and/or directing 21st CCLC programs. Required –master's degree in evaluation or related field. Preferred Doctorate.
5.	Curriculum Specialist **[CS]**	Experience developing TEKS aligned, innovative tutorials, preferably for OST programs. Teaching certification and bachelor's degree required.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	**Improve Academic Performance**	1.	CS designs TEKS aligned academic tutorials	08/01/2016	08/31/2016
		2.	FES designs aligned family workshops w/ partners	08/01/2016	07/31/2017
		3.	ACE staff attend trainings/plan/improve	08/01/2016	07/31/2017
		4.	Teachers assess & nominate students with need	08/01/2016	07/31/2017
		5.	Weekly tutorials with continuous feedback loops	09/05/2016	07/31/2017
2.	**Improve School Day Attendance**	1.	ACE staff/partners design enrichment activities	08/01/2016	08/30/2016
		2.	FES designs aligned family workshops w/ partners	08/01/2016	07/31/2017
		3.	ACE staff attend trainings/plan/improve	08/01/2016	07/31/2017
		4.	Weekly enrichment w/ continuous feedback loops	09/05/2016	07/31/2017
		5.	Evaluate program - include student & family input	09/05/2016	07/31/2017
3.	**Improve Positive Behavior**	1.	PD/SC/Principals determine restorative practices	08/01/2016	08/30/2016
		2.	FES designs aligned family workshops	08/01/2016	08/30/2016
		3.	ACE staff attend trainings plan/improve	08/01/2016	08/30/2016
		4.	Use restorative practice to encourage pos. behavior	09/05/2016	07/31/2017
		5.	Evaluate program - include student & family input	09/05/2016	07/31/2017
4.	**Improve Grade Promotion & Graduation Rates** (Only 1 center serving 12 grade)	1.	ACE staff/partners design college & career activities	08/01/2016	08/30/2016
		2.	FES designs aligned family workshops w/ partners	08/01/2016	07/31/2017
		3.	ACE staff attend trainings/plan/improve	08/01/2016	07/31/2017
		4.	College readiness w/ continuous feedback loops	09/05/2016	07/31/2017
		5.	Evaluate program - include student & family input	09/05/2016	07/31/2017
5.	**Improve Student & Family Engagement**	1.	Parents surveyed for workshop times/days	08/15/2015	08/31/2015
		2.	SCs share activities at parent meetings bi-annually	09/05/2016	07/31/2017
		3.	SC conducts student "voice & choice" meetings	09/05/2016	07/31/2017
		4.	PD facilitates CAC meeting at least three times	08/01/2016	07/31/2017
		5.	Evaluate program - include student & family input	09/05/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following cycle for feedback and continuous improvement is used at the existing NYOS ACE centers and will be used by the Texas ACE Austin Charter School Collaborative (ACE ACSC):

ASSESS NEEDS & ASSETS: The ACE leadership team, Program Director (PD), Site Coordinators (SC) and Family Engagement Specialist (FES) conduct annual comprehensive center needs assessments. Resources for the needs assessment include: Campus Improvement Plans, the Final Report (from ACE local evaluation) and TEA 's Accountability Reports. **FORMULATE STRATEGIES:** Site Coordinators use the Texas ACE Strategy Development worksheet to develop programmatic strategies. The team updates the Texas ACE Project Plan and develops organizational and management strategies. The team then updates the program Logic Model, which aligns with TEAs Critical Success Factors and Milestones, and TEAs four-component activity model. The Logic Model includes SMART goals (Specific, Measurable, Achievable, Realistic and Time Bound), which are set to measure progress towards meeting the TEAs five objectives (improving academic performance, school-day attendance, positive behavior, promotion rates, and graduation rates). **LEGITMIZE STRATEGIES:** The team get input from ACE frontline staff, parents, school, and community stakeholders before implementing strategies. **IMPLEMENT STRATEGIES:** The team and principals conduct ongoing program observations and give reflective feedback to frontline staff. The team provides ongoing professional development to frontline staff based on observations. **EVALUATE STRATEGIES:** This is done in a variety of ways. The team conducts bi-annual "data digs "of student assessment data in the fall and spring to evaluate progress towards the SMART goals. Site Coordinators conduct bi-annual focus groups with students. Parents, students, and teachers complete feedback surveys. A local evaluator completes the Final Report which is submitted to TEA. **IMPROVE STRATEGIES:** The ACE team shares findings at bi-annual parent meetings and Community Taskforce meetings (this will change to the Community Advisory Council meetings). Changes are made to improve programing.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas ACE Austin Charter School Collaborative (ACE ACSC) is committed to the sustainability of Out of School Time (OST) programs at each center as demonstrated by the support from board members in each charter school districts and input from the Community Advisory Council during the development of the grant. Each school in ACE ACSC has some level of OST programming, but each school district needs support and resources for sustaining and growing these programs. Each school offers ACE ACSC expertise and resources for sustainability, including: experience running a successful 21stCCLC/Texas ACE program; securing supplemental funding and in-kind services from local foundations, building coalitions with business and community partners (Webber Foundation, KDK Harman Foundation, 4-H CAPTIAL, Time Warner Cable, Snapology), partnering with local OST providers to offer families fee-based programs, and operating school run, fee-based aftercare.

Because each district offers different approaches and resources to sustaining OST programing, collaboration through Community Advisory Council (CAC) will allow for effective knowledge sharing. To ensure that the sustainability efforts will remain responsive to the needs of each unique district, the council is made up of representatives from each district: the Director of Development from each district, one parent from each district, at least two community partners, at least two business partners, at least two principals, and two site coordinators. The CAC will meet throughout the grant year (at least 3 times). The CAC will assist the Program Director in strategic sustainability efforts.

Ten percent of the Program Director's salary will be paid for by the local funds (not 21st CCLC), providing for time specifically dedicated to ensuring program sustainability through advocacy, grant writing, fundraising, and possibly for the development of a sliding scale fee-based OST program.

Schedule #15—Project Evaluation

County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Annual Stakeholder Surveys (teachers, ACE frontline staff, partners, students, parents)	1.	Stakeholders report that ACE provides a safe, support environment.
		2.	Stakeholders report that ACE improves academic performance.
		3.	Stakeholders report that ACE improves behavior and attendance.
2.	Annual school-wide academic performance, promotion, and graduation data collection.	1.	ACE participants improve academically from fall to spring.
		2.	ACE participants show greater improvement than nonparticipants.
		3.	ACE participants have a high percentage of promotion & graduations.
3.	Annual school-wide behavior and attendance data collection.	1.	ACE participants show improvement in behavior from fall to spring.
		2.	ACE participants show improvement in absenteeism from fall to spring.
		3.	ACE participants show greater improvement than nonparticipants.
4.	Bi-annual site visits and interviews with local evaluator and Site Coordinators.	1.	Evaluator observes a safe, supportive environment for all stakeholders.
		2.	Evaluator observes innovative activities aligned with program goals.
		3.	Evaluator observed effective implementation of Project Plan & Logic Model.
5.	Bi-annual grant office visits with local evaluator and Project Director.	1.	Evaluator observes progress towards sustainability.
		2.	Evaluator observes effective fiscal management.
		3.	Evaluator observed effective implementation of Project Plan & Logic Model.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DATA COLLECTION FROM PEIMS COORDINATOR FOR LOCAL EVALUATION: The Project Director will create MOUs for PEIMS data collection and work with the Site Coordinators to collect school-wide at data as required by the local evaluator for the Final Report. Data to collected includes: grades, benchmarks, STAAR scores, absentees, and behavior referrals.

PROGRAM LEVEL DATA USING TEASE TX21st: At the beginning of programing, frontline staff members will sign-in ACE students. During each activity, attendance will be taken. Parents will sign-out students daily. At family or parent events, all adult family members will sign-in. At the end of programing each day, attendance will be turned into the Site Coordinator. The SC will enter attendance into TX21st at least weekly. The Project Director will run monthly attendance checks in TX21st to ensure all centers are on track for meeting grant requirements. Each term, Site Coordinators will enter grades, attendance data, benchmark scores, and behavior referrals. During the spring term, Site Coordinators will enter promotion and graduation numbers. The PD will check and approve all term data. Reports from TX 21st will be available to the local evaluator to include in the Final Report.

REFINING, IMPROVING, AND STRENGHTENING THE PROGRAM: The data will be used by the ACE leadership team, teachers, principals and CAC to determine if the activities are meeting the programs SMART goals as outlined in the logic model. If the program is not meeting established goals, then these same entities will meet to determine measures to modify programming. The Final Report, prepared by a highly qualified evaluator, will refine the findings of the year's data. At the end of the year, all of the data above, the end of year report, along with student, family and staff survey data will be used to improve and strengthen the program for the following year. One of the strengths of the ACSC will be in the evaluation stage. Serving over 1,000 students will provide a large amount of data on what is effective and will help to establish best practices for innovative, high quality programing.

SHARING RESULTS WITH THE PUBLIC: The Final Report will be submitted to TEA and posted on the fiscal agent's website. Copies will be given to all school principals and members of the Community Advisory Council. A summary of findings will be shared at parent meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227-804	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACTIVITIES TO BE FUNDED:
1) **Academic Support** – targeted tutorials and blended learning aligned with TEKS and the school-day curriculum.
2) **Enrichment** – service learning, youth development (SEL: Social Emotional Learning), leadership, health and wellness, physical education, and arts activities.
3) **College & Career Readiness** – elementary: Project Based Learning career pathway exploration, secondary: career pathway exploration and college preparation, and STEM.
4) **Family Engagement** – workshops, events, and volunteer opportunities aligned with student activities and designed to promote school and community engagement.
5) **Summer Study Trips** – field trips that allow students to explore the educational, cultural, and vocational opportunities in Austin.

SUPPLEMENTAL NATURE: To increase the effectiveness of this supplemental Out-of-School-Time (OST) program, activities will be coordinated with day school teachers and principals so that skills learned in the OST program can be directly applied to classroom activities. Although coordinated with day school, the academic and enrichment activities offered will be separate and supplemental to day school classroom instruction and will reflect the unique needs of each center. The OST program activities will not supplant classroom instruction.

AFTERSCHOOL TRANSPORTATION: The centers will operate on the school campus that the students attend, with the exception of Fridays at Center 7 (Austin Achieve). Center 7 will serve the largest number of students. Since it doesn't have the capacity to lead service learning and physical education on site, the students will be bused to the YMCA. During dismissal at all centers, ACE ACSC frontline staff will pick students up from school-day teachers and sign them into ACE ACSC. NYOS, Wayside and Cedars do not provide bus service home for students, so they will not bus students home after ACE. Austin Achieve normally buses students home after school, so Austin Achieve will bus students home after ACE. Only parents or authorized adults over the age of 18 will be allowed to pick up participating students.

SUMMER TRANSPORTATION: Parents will drop off/sign in students. Morning programs will have supervised early drop off and free breakfast to accommodate working families. School or contracted buses will be provided for study trips.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WEBSITES & SOCIAL MEDIA: The NYOS ACE program has a website, acefamilycentral.com. The website includes general information page about the purpose of the program, and a page for each center that includes a rolling calendar of family engagement workshops and a regularly updated blog of program activities. This website will be expanded to include the new centers. Additionally, information about ACE ACSC will be available on each school district website and school Facebook pages.

NEWSLETTERS & NOTICES: A written notice that includes the funding amount, center locations and schedules, program purpose and nomination process will be distributed to all families at the schools served by ACE ACSC. ACE ACSC program newsletters will be sent home to all participating families at least three per year. Flyers for family workshops and special program events will be sent home with all participating families. All communications will be in both English and Spanish.

EMAILS: Participating families will receive email notification about family engagement workshops and programs.

RESOURCE BOARDS: Each center will have a large bulletin board in a common area that is viewable to the whole school community where Site Coordinators and Family Engagement Specialists will post information about the program and include pictures and frequent updates.

OUTREACH EVENTS: Site Coordinators will attend PTA meetings, Meet-the-Teacher Night, Open House, Back-To-School night, Board Meetings, and any other school-related events determined to be ideal to promote the program.

PERSONAL OUTREACH: Site Coordinators will also maintain communication with school day teachers to assure that teachers have ongoing, accurate information regarding ACE ACSC. Phone calls to recruit families may be made by Site Coordinators, the Family Engagement Specialist, school day teachers, or principals.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center participating in the Texas ACE Austin Charter School Collaborative (ACE ACSC) will design and implement a program that incorporates best practices in OST, utilizes campus resources, and aligns with the specific needs of each campus.

IMPROVING THE CAMPUS: Family and community participation is essential to creating vibrant school community. Using the comprehensive center needs assessment as a guide, the school principal, Site Coordinator, Project Director and Family Engagement Specialist will develop targeted strategies and measurable goals to improve family engagement and support a positive school environment. When scheduling and planning activities, ACE ACSC will consider the needs of working families. One of the ACE ACSC "five highest needs" is opportunities for community engagement and service learning. Through Project Based Learning, students will identify ways to improve the campus. These projects will be student driven, but may include gardening or waste reduction. Adult family members and community volunteers will be recruited to help students turn project ideas to products, thereby improving the campus.

IMPROVING ACADEMIC ACHIEVEMENT: Teachers will nominate students participating in the ACE ACSC program. The primary nomination criterion is academic need as evidenced by benchmark and assessment data. Teachers will lead TEKS and school day aligned tutorials and blended learning with students most at risk of falling behind. In addition, to this targeted academic support, enrichment activities will reinforce academic concepts in new and creative ways.

IMPROVING OVERALL STUDENT SUCCESS: ACE ACSC will provide a holistic OST program to students. The program will foster a love of learning, resilience and grit through activities intentionally designed to strengthen social-emotional skills and 21st century skills. Students with positive relationship skills, responsible decision-making, social awareness, self-management, and self-awareness are more likely to be successful overall. Students that know how to communicate, collaborate, think critically, and be creative are more likely to be success in college and in the workforce.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FACILITY USE: Each campus will contribute facilities, libraries, technology resources, utilities, security, maintenance and equipment at no charge to the 21st CCLC grant. These campus facilities are supported by federal and state funding including ESSA, Title One, Special Education and ADA funding, and by local funds. **PROFESSIONAL DEVELOPMENT:** ACE ACSC frontline staff will participate in trainings with teachers and school staff at no charge to the 21st CCLC grant. These trainings are supported by federal and state funding including ESSA, Title One, Special Education and ADA funding, and by local funds. **SUPPLIES:** Three of the campuses were recipients of a Cycle 7 grant and they will continue to use non-consumable supplies, curriculums and other resources that were purchased with grant funds. Each school will contribute general supplies to each ACE ACSC center. **MEALS AND SNACKS:** An OST feeding program funded by the Texas Department of Agriculture will provide free healthy snacks afterschool during the school year, and breakfast and lunch in the summer. **SUMMER PROGRAMS:** ACE ACSC will coordinate with two state funded summer programs. The Student Success Initiative (SSI) for fifth and eighth grade, and the LEP Summer Program for pre-kindergarten and kindergarten. ACE ACSC will not supplant these programs, but will supplement them by providing programing before or after the state funded programs. This will provide more academic and enrichment programming by extending the day which provides support for working families. **STUDENT AND FAMILY ACTIVTIES:** ACE ACSC will partner with outreach programs funded by the state, county, and city to provide engaging educational activities for families and students. During Cycle 7 the NYOS ACE program hosted free outreach programs lead by Travis County Health Department, Center for Child Protection, Capital Area Food Bank, Austin Energy, Texas Agri-Life Extension and many more. This will continue and resources will be shared with all schools in the consortium.

The local school boards of all of the campuses have supported the use of the federal and state resources listed above in order to assure the success of ACE ACSC.

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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OBJECTIVE MEASURES FOR ACTIVITIES: In addition to strategically supporting the needs of each campus, Texas ACE Austin Charter School Collaborative (ACE ACSC) will meet the five Texas ACE Objectives (improve academic performance, school-day attendance, positive behavior, promotion rates and graduation rates) by using TEA's Critical Success Factors and Milestones, and by designing all activities to fall within the Texas ACE Four-Component Guide.

TEA's Critical Success Factors and Milestones:

1. ACE ACSC will ensure "all students and families' active participation and engagement in learning" by involving students and families in the design, implementation and evaluation of the program through regular student input, parent meetings, and the opportunity to participate in the Community Advisory Council. Activities will be intentionally designed using research-based, innovative instruction including Project Based Learning, and Blended Learning.
2. ACE ACSC will ensure "students' and families increased sense of involvement in school" by aligning the program closely with the school day. The program will provide meaningful opportunities for students to interact with adult advocates through partnerships with community organizations and families have opportunities to participate in school/community service projects.
3. ACE ACSC will ensure "use of assessment data to revise/evaluate student services". Approaches include creating SMART goals (Specific, Measurable, Achievable, Realistic, Time Bound), collecting student assessment data quarterly, and conducting bi-annual "data digs" that evaluate the success of each activity.
4. ACE ACSC will ensure "implementation of strategies learned through training" by providing staff with organized resources for accessing post-training materials, conducting regular activity observations, and scheduling time for feedback and reflection.

Alignment with the Texas ACE Four-Component Activity Guide:

1. **Academic Support** –This component aligns with ACE ACSC identified need of providing supplemental academic support in math, reading, and writing through small group tutorials and Blended Learning. This component is closely aligned with the school-day goals.
2. **Enrichment** – This component aligns with ACE ACSC identified need of providing social-emotional learning activities, and opportunities for community service. Enrichment also includes arts education, health and wellness, and physical education. This is critical to the success of our students, since many of the students who participate in the program would not be able to participate in enrichment activities if not provided by this program.
3. **College & Career Readiness** – This component aligns with ACE ACSC identified need of strengthening the pathway to college and providing STEM activities. Activities designed for primary students will increase 21st century skills (creativity, critical thinking, communication, collaboration) and inspire students to reach for postsecondary education. Activities designed for secondary students will give students and their families tools to put postsecondary education within reach and support persistence once enrolled.
4. **Family Engagement** – Just as engaging students is essential for meeting the identified needs of ACE ACSC, it is equally important to engage families. All strategies for improving outcomes for students include family engagement. For example, a center with weekly computer coding activity for students will also offer a coding workshop for families.

EVIDENCED BASED RESEARCH: Research supporting this program design comes sources including Beyond the Bell at American Institute of Research; SEDL, and The Weikart Center for Youth Program Quality.

DATA COLLECTION FOR CONTINUS IMPROVEMENT AND EVALUATION: Site Coordinators will work closely with the campus principal and teacher teams, both formally through documented monthly meetings and informally as member of the campus staff. Expectations for ongoing collection of local assessment data will be agreed upon before programing begins. Data collected may include TPRI, DRA, teacher or district produced benchmarks, and STAAR like assessments. The Project Director will also meet with the PEIMS coordinator at each district to gather school-wide data including benchmarks, grades, absences, and behavior referrals for the local evaluation.

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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

NYOS Charter School Inc. (local educational agency) is applying jointly with Wayside Schools, Cedars International Academy, and Austin Achieve Public Schools (three additional local educational agencies). All entities are 5013c organizations and are Title 1 schools. NYOS Charter School has been the fiscal agent for a successfully operated Texas ACE program at three of these schools. All of the charter districts participating in this proposal are small charter districts. Each district is committed to meeting the needs of the diverse communities they serve through an Out-of-School-Time (OST) program, but needs the 21st CCLC grant to build and sustain these OST programs. The Community Advisory Council (representative of all of the participating school districts) met to consider how to best serve their OST needs. They determined that applying as a consortium of charter schools will best meet the needs of all of the students and families. First, it will expand the services of the highly effective program model developed by the NYOS ACE program. It will grow from serving 250 students to serving over 1100 students. It also allows for the sharing of expertise while strengthening community outreach and community partnerships, which will strengthen sustainability. This allows for the much more efficient use of grant level costs. In addition to working together as the Texas ACE Austin Charter School Collaborative (ACE ACSC), the entities will utilize numerous community-based organizations, non-governmental organizations, and for profit business that provide high quality OST programing. ACE ACSC will work strategically to provide students and families with the highest quality, research based programming available. Often the best resources for programing already exists and are offered by community based organizations, nonprofit organizations, and local business. Community partners working with ACE ACSC will be offered the opportunity to participate in the Community Advisory Council (CAC). ACE ACSC will also look to community partners to act as champions for the program to advocate for quality OST programming to ensure programing continues after the grant ends.

A variety of community partners will provide programming that aligns with the identified needs at each center. The districts in ACE ACSC have many established relationships with partners, including the following:
FREE OR IN-KIND SERVICES FROM COMMUNTIY BASED ORGANIZATION: City Square Meals funded by TDA (afterschool meals, summer breakfasts and lunches), Capital Communities (financial literacy for students and families), Travis County DEEP (diabetes awareness program), Capital Area Food Bank (health and nutrition program for families), Sustainable Food Center (support for gardening program), Texas Agri-Life (health and nutrition program for families), PBS KLRU (local public television station offering resources for early literacy), Austin Dog Alliance (literacy program), Dana Center (academic tutoring), Austin Creative ReUse (green art projects) and the Austin Public Libraries (literacy programs).
FEE FOR SERVICE COMMUNITY BASED ORGANIZATIONS: United Way of Greater Austin (Youth Program Quality trainings), Austin Child Guidance Center (SEL), Creative Action (arts education and service learning), It's Time Texas (physical education) 4-H CAPITIAL (STEM and community service), EcoRise Youth Innovations (STEM, community service, professional development), Skillpoint Alliance (STEM, and college and career readiness), GENAustin (empowering girls), Dance Another World (dance and literacy), All Rhythms (drumming), B*Tru Arts (Theater and Dance), YMCA (community service and physical education) and Austin Film Society (film clubs).
LOCAL BUSINESS: These entities offer services for a fee and will be selected after a competitive bidding process for contracted services. Snapology (STEM), Abrakdoodle (Arts program), Young Guns Running Club (physical education), Mad Science (STEM), Rising Up Coaching (SEL), Mobile Athletics (physical education), and Seikou Technologies (STEM).
These partnerships and new partnership will be leveraged by ACE ACSC to make these programs dynamic, responsive and quality community-based learning centers for students and families.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the needs assessment, the following resources were found at each center to help address the five highest areas of identified needs (Academic assistance, Strengthening a pathway to college, STEM activities, Social Emotional Learning and Community engagement/Service Learning).

ASSET - SCHOOL DAY PROFESSIONAL DEVELOPMENT: ACE ACSC frontline staff will be given the opportunity to participate in the ongoing school day trainings. All of the schools release early on Fridays so that staff can attend professional development and team meetings. All of the schools also have at least 2 weeks of in-service professional development. This is a valuable asset to ACE ACSC and will allow for close collaboration at each center between school day and OST staff. Opportunities include: NYOS Charter Schools: Dr. R. Marzano's Art and Science of Teaching and High Reliability Schools framework, Teaching with Love and Logic, Satori Alternative to Managing Aggression, Cognitively Guided Instruction, Restorative Discipline, Social Justice; Wayside Schools: International Baccalaureate, Restorative Justice, Satori Alternative to Managing Aggression (SAMA); Cedars international Academy: Project Based Learning, and Positive Behavior Intervention Support; Austin Achieve Public Schools: Achieve University – various topics, two week summer intensive and nine hours per week during the school year.

ASSET - RESOURCES FOR FAMILY ENGAGEMENT – The Family Engagement Specialist and Site Coordinators will work with the schools to support the existing parent involvement opportunities. ACE ACSC will supplement, not supplant these activities. All of the districts have high expectations for parent involvement and see a need to increase the opportunities for family participation. Existing opportunities for parent involvement include: NYOS Charter Schools: Parenting with Love and Logic, PTA, Garden Committee, Title 1 Advisory Committee, STEM Fair, Literacy Night, Science Fair, Internet Safety Night, and College and Career Night; Wayside Schools: STEM Night, Sports Night, and Art Night; Cedars International Academy: PTO, International Festival, and Math Night; Austin Achieve Public Schools: Family literacy programs facilitated by on site VISTA AmeriCorps volunteer that includes ESL and basic computer skills.

ASSET - FACILITIES: All schools will share the libraries, computer labs, classrooms, gyms, cafeteria, playgrounds, science labs, and gardens with the OST program. All campuses will provide an office space for the Site Coordinator. The fiscal agent will provide an office for the Program Director and Family Engagement Specialist and meeting space for the ACE ACSC leadership team. Available space and facilities varies greatly from center to center. The Site Coordinator and principal will work together to ensure ACE ACSC has adequate space and resources for activities.

ASSET - RESOURCES FROM CYCLE 7: NYOS Kramer had fifty laptops and five smart boards from the STAAR Pilot Program. The three Cycle 7 centers have non-consumable supplies and research-based curriculums including, but not limited to Texas Agri-Life's *Learn, Eat, Grow, Go* (gardening program); Engineering is Elementary (STEM for primary students); and EcoRise Youth Innovations (sustainability design challenges). The existing centers receive free meals afterschool, and breakfast and lunch in the summer from City Square Meals, a TDA sponsored feeding program.

ASSET - AFTERSCHOOL ACTIVITIES ON CAMPUS: All of the schools have some OST activities already in existence. Many of the activities are fee-based and out of reach to low income students. Some may have in-kind services or contracts with the existing NYOS ACE program. Others are free, but held once per week and do not provide working families with a comprehensive afterschool program. ACE ACSC will not duplicate services already provided, but instead will work in collaboration with these programs to supplement and strengthen the OST environment at each campus using the successful NYOS ACE program as a template in combination with successful programming at each campus. Existing OST activities include: NYOS Charter Schools: Young Guns Running Club, Choir, Steel Drums, Art History Club, ASL Club, Austin Youth Council, Classic Film Club, Mine Craft, National Honors Society, and Youth and Government Club. Wayside Schools: Abrakadoodle, GENAustin, Snapology, and Extend-A-Care. Cedars International Academy: Fee-based aftercare with homework help. Austin Achieve Public Schools: Community led clubs including beekeeping film, creative writing, and the CHEFS gardening program.

ASSET – SUMMER ACTIVTIES: Campuses serving prekindergarten and kindergarten offer the state funded LEP Summer Program and campuses serving fifth and/or eight grade offer the state funded Student Success Incentive (SSI). ACE ACSC will not supplant these programs, but will work in coordination with these programs to provide comprehensive summer programming and encourage greater attendance in the state programs.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RESEARCH-BASED PRACTICES – OVERALL PROGRAMMING: The Youth Program Quality Intervention (YPQI) Training and Assessment System from the Weikart Center for Youth Program Quality states that the following best practice must be in place to provide youth with effective enhancements for academic performance, postsecondary and workforce preparation, and positive youth development. First, the environment must be safe with structure and clear limits. Second, the environment must be supportive with staff asking questions, listening, and engaging students. Third, the environment must encourage interaction among students, families and community members. Fourth, the environment must be engaging and integrate student voice and choice. ACE ACSC will use these proven best practices and select other research-based practices best suited to meet the identified needs of each school. In doing so, ACE ACSC will achieve positive academic, preparatory and developmental outcomes for students.

RESEARCH-BASED PRACTICES FOR SAFE AND SUPPORTIVE ENVIRONMENT: Teaching with Love and Logic, Restorative Discipline, Restorative Justice, Positive Behavior Interventions and Supports.

RESEARCH-BASED PRACTICES FOR INTERACTION AND ENGAGEMENT: Project Based Learning, Blended Learning, Service Learning, Tinkering, Cognitively Guided Instruction, and Social Emotional Learning.

TRAININGS AND RESOURCES: ACE ACSC frontline staff will be trained in the research-based instructional methods listed above during school day professional development and ACE ACSC trainings. They will have the opportunity to participate in the Youth Work Methods Series from the Center for Youth Program Quality through United Way of Greater Austin. ACE ACSC leadership will provide ongoing training to frontline staff using research-based sources such as: Youth 4 You (national training resources for 21st CCLC programs), The Buck Institute (leading sources for PBL), The Connectory (national resource for OST STEM), CASEL (Collaborative for Academic, Social, and Emotional Learning), National Afterschool Association, and by using a "train the trainer" model after attending workshops, webinars, or conferences provided by the Texas ACE state wide training provider.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ADULT FAMILY MEMBER VOLUNTEERS: Texas ACE Austin Charter School Collaborative (ACE ACSC) will ask adult family member to volunteer to assist with student and family activities. Adult family members will be asked to assist with community service projects being implemented by students. They will also have to opportunity to volunteer for community garden workdays, career days, summer field trips, and participation on the Community Advisory Council. All parent volunteers must pass the background check procedures at the school served by the center. Using adult family member volunteers will not only help make the program fiscally effective, but will enhance ties between the school and families. An enhanced connection of families to schools has been proven to improve academic performance.

COMMUNITY VOLUNTEERS: ACE ACSC will actively recruit volunteers through community organizations that provide trained volunteers. All community member volunteers must pass the background check procedures at the school served by the center. The NYOS ACE program currently uses volunteers from outreach programs at local universities including Black is the New Green (environmental literacy program provided by HT University students) and Capital Communities (finical literacy program facilitated by UT Austin students). The community organizations will provide training for the volunteers.

SENIOR VOLUNTEERS: They will be recruited both as adult family members and through community organizations. An example that has been used in the current NYOS ACE program is the Austin Dog Alliance's Bow Wow Reading program that trains retired service dogs and their owners to read with and mentor students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

All boards enthusiastically supported the Texas ACE Austin Charter School Collaborative (ACE ACSC) and the design of the program (see attached letters). They recognize that part of their board responsibility will be to help develop a sustainability plan. These plans will be individualized to the campuses they serve, as the different campuses have access to different types of resources. The Project Director and Community Advisory Council (CAC) will guide this work using the Sustainability Planning Workbook from the Finance Project. The PD and CAC will determine if elements of sustainability plans can be coordinated or expanded to serve multiple schools in the consortium. 10% of the Project Director's salary will be paid by local funds, allowing the Project Director to work to solicit donations, write grants, and fundraise. The ideas that the school boards have already proposed are:

Leverage and grow relationships with local businesses, local colleges and universities, and local foundations to secure in-kind donations and/or funding for specific activities. With the guidance of the school boards, the Project Director and CAC will strategically approach partners and demonstrate why ACE ACSC is worth supporting. Each charter school district in the collaborative has existing relationships within the community that could be leveraged to support ACE ACSC. These include: Dell, IBM, Intel, Staples, Lowe's, Humana, Whole Foods, University of Texas, Saint Edward's University, Austin Community College, Health Start Foundation, and Webber Foundation.

Leverage and grow relationships with local and state representatives to procure resources. Austin Achieve had expertise in this area and can share strategies that may benefit the all of the ACE ACSC programs.

Work in partnership with participating schools to attain the most competitive pricing for goods and services.

Work with community organizations and the school to recruit more volunteers who could provide activities for students and families leading. The NYOS ACE program currently uses volunteers from several local organizations. ACE ACSC will work to increase the number of volunteers participating in the program with help from the school PTA and/or organizations such as Helping Hands Austin, and United Way of Austin.

Work with school leadership to develop fundraising and donation opportunities that would specifically benefit after school programming.

Work with the other local Texas ACE/21ˢᵗ CCLC programs and other OST programs in Central Texas to share efforts and resources, and advocate together for funding.

If necessary, when funding stops, work with school leadership to develop a sliding scale OST that would assure equitable access for our most at risk students.

ANNUAL TIMELINE: At the beginning of the school year, the Project Director will meet with the CAC, school boards, school administration and ACE ACSC staff to develop sustainability goals and objectives for the year. Tasks will be assigned to various stakeholders and the Project Director will monitor these tasks. The CAC will meet at least times per grant year to assess the progress toward meeting those goals, to assist the Project Director in identifying resources to help meet those goals; and if necessary, to adjust the goals and objectives.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CONTINUOUS FEEDBACK and INVOLVEMENT: ACE ACSC has already started the continuous feedback and community involvement process. We formed the Grant Application CAC, comprised of 17 school and community members. A comprehensive needs assessment was conducted that included surveying parents and teachers, reviewing Campus Improvement Plans (CIPs), reviewing academic performance data, and agreeing on the areas of need that could be addressed by the 21st CCLC grant. Once the grant is awarded, the ACE ACSC Community Advisory Council will be formed. Serving seven campuses across the Austin area will require sustained feedback and involvement to keep the OST programs responsive to the needs of the individual campuses. Data for ongoing needs assessment will be collected throughout the program. This data will be used by the ACE ACSC leadership team, school leadership and the CAC to determine if ACE ACSC is meeting center level and grant level goals. If goals are not met, these same entities will meet to determine measures to modify programming. All of the end of the year data, along with student, family and staff survey data will be used be analyzed by a local evaluator. Findings will be used to improve and strengthen the program for the following year. **Planned CAC membership and participating organizations:** The CAC members will include the Director of Development (or the individual tasked with that role) from each district, principals, Site Coordinators, parents, community partners and business partners. The participating organizations will include NYOS Charter School, Wayside Schools, Cedars International Academy, Austin Achieve Public Schools, local community partners providing enrichment for ACE ACSC (possibilities include Creative Action, It's Time Texas, and/or EcoRise Youth Innovations), local foundations that champion OST programs (possibilities include the Webber Foundation, Andy Roddick Foundation, and/or KDK Harman), and local business partners that have relationships with the school districts. The Project Director will assure that there is balanced representation from all of the participating districts.
INCREASE PROGRAM AWARENESS: The plan for the CAC will be to provide continuous support and oversight throughout the life of the grant and particularly help develop the sustainability plan. The NYOS ACE program has a methodology to promote program awareness which includes the regular posts on the acefamilycentral.com website, regularly updates center resource boards, use of Texas ACE branding and promotional material, participation in school wide events, and participation in local OST networks (Central Texas Afterschool Network and School's Out Central Texas). The CAC will review this methodology to assure that it meets the needs of all campuses and to develop new approaches for outreach.
EVALUATE PROGRAM EFFECTIVENESS: The following five processes will be used at the centers new to ensure effective, response feedback loops and continuous improvement. 1) The ACE ACSC leadership team (Project Director, Family Engagement Specialists, and Site Coordinators) will conduct ongoing, structured needs assessments to assure that each campus is effectively serving its community. 2) The team and principals will conduct ongoing, documented program observations. 3) Site Coordinators will conduct bi-annual focus groups with students. 4) Site Coordinators will collect academic performance, attendance, a behavioral data for SMART goals, which will be evaluated by the team at bi-annual data digs. 5) The team will share findings from the first three processes listed above with stakeholders at bi-annual parent meetings, CAC meetings, and school board meetings. At each step, this information will be used to modify the program as necessary to assure that student and family needs are being met.
DEVELOP ANNUAL PROGRAM PLANS: The Project Director will develop a grant level Texas ACE Project Plan and Logic Model. The ACE ACSC leadership team and school leadership will develop center level Project Plans and Logic Models. The grant level plans and models will be shared with the Community Advisory Council.
DEVELOP SUSTAINABILITY PLANS: The primary purpose of the CAC, is to develop a sustainability plan. Following the structure outline in the Sustainability Planning Workbook from The Finance Project, the Project Director will work with the CAC to write a sustainability plan and the school boards will customize these plans to each center. Tasks will be assigned to various stakeholders. The CAC will at least meet 3 times to assess the progress toward meeting those goals, to identify resources to help meet those goals, and to develop objectives to obtain these goals. At the end of year, the CAC will meet to evaluate sustainability progress and establish new priorities.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MEETING ALL GRANT REQUIREMENTS AND PROVIDING HIGH-QUAILITY PROGRAMMING:
The primary responsibility of the Project Director (PD) will be to ensure adherence with all grant requirements. This includes sound fiscal management, comprehensive data collection, communication with all stakeholders and the Community Advisory Council (CAC), ensuring alignment with TEA's objectives, and ensuring ongoing training for staff. The Project Director will outline the key tasks and steps for meeting all grant requirements in a detailed grant-level Project Plan. The PD will also develop a thoughtful grantee Logic Model, which will provide a map for effective program implementation and evaluation. When questions or challenges arise, the PD will refer to the Texas ACE Blueprint, ask for assistance from the TEA Technical Assistant Consultant (TAC), or ask for support from the Community Advisory Council. Working in close collaboration with the Project Director, the primary responsibility of the Site Coordinators (SC) and Family Engagement Specialist (FES) will be providing high-quality programing for all participants. The SCs will achieve this by aligning closely with the school day learning objectives, and by being actively involved in daily ACE ACSC programing. The Site Coordinator is part of the school staff, working full time, this allows the SC to develop relationships with school day teachers and the principal and work with them, both formally and informally. Each Site Coordinator will have a part-time Program Assistant to aid with completing the many important daily tasks for operating a safe, supportive, student-centered OST program. During daily ACE ACSC programing, Site Coordinators and Program Assistants will help with pick up and drop off, meal service, and family and student activities. They will conduct daily program walk-thrus. The Site Coordinators will also develop center Project Plans and Logic Models. The Family Engagement Specialist will visit at least one program per week, during family engagement activities. The FES will create an online resource and scheduling system to ensure effective implementation of high-quality family engagement activities.

COMMUNICATION AMONG PROGRAM STAFF & ONGOING TRAINING AND SUPPORT FOR ALL STAFF:
Meetings, Mini-Trainings, Professional Development: The ACE ACSC leadership team (PD, SC, FES) will meet monthly for mini-trainings and general updates. During the ACE ACSC leadership team monthly mini-trainings, the team will take turns presenting resources and training materials with the understanding that these materials should be shared with frontline staff. The Site Coordinators will gather frontline staff daily for program notes and a quick reflection before starting the afterschool or summer day. The Site Coordinators will lead regular staff meetings. In addition to participating in school-day professional development, Site Coordinators, Program Assistance, and frontline staff will participate in an ACE ACSC program training and orientation. This training will be conducted by the PD and may include training from community partners. Power Points and organized resources from the trainings will be available to staff throughout the year and for new hirers who begin after the beginning of the school year. Frontline staff will also have the ongoing opportunity to attend Youth Work Method Series trainings. All ACE ACSC staff will maintain current first aid and CPR training.

Site Visits and Activity Observations: The Project Director will visit one center per week. This visits will include a formal activity observations and meeting with the Site Coordinator to reflect on challenges and successes. A site visit form will be completed that includes updates on center budget use, enrollment and attendance targets. The Site Coordinators will conduct weekly formal activity observations and provide staff with one-on-one reflective feedback. When the Project Director or principals conduct activity observations, they will give written feedback to the Site Coordinators to share with teachers, vendors, and frontline staff. Ongoing professional development needs will be determined based on these observations. The Family Engagement Specialist will visit one center per week to observe family activities and meet with Site Coordinators.

ACE ACSC Staff Handbook: Staff will be given and sign comprehensive handbooks that outline the purpose of the 21st CCLC grant and ACE ACSC. The handbooks will outline important expectations, policies, and procedures.

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: NYOS Charter School - Kramer Campus		
9 digit campus ID#	227-804-102	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	K – 3		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	112
Number of Adults (parent/ legal guardians only) to be served:	56

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: NYOS Charter School – Lamar Campus		
9 digit campus ID#	227-804-101	Distance to Fiscal Agent (Miles)	2.7
Grade Levels to be served (PK-12)	4-9		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	136
Number of Adults (parent/ legal guardians only) to be served:	68

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Eden Park Academy		
9 digit campus ID#	227-803-101	Distance to Fiscal Agent (Miles)	16.9
Grade Levels to be served (PK-12)	K-6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	126
Number of Adults (parent/ legal guardians only) to be served:	63

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: REAL Learning Academy		
9 digit campus ID#	227-803-102	Distance to Fiscal Agent (Miles)	15.9
Grade Levels to be served (PK-12)	K-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	192
Number of Adults (parent/ legal guardians only) to be served:	96

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Sci-Tech Preparatory		
9 digit campus ID#	227-803-001	Distance to Fiscal Agent (Miles)	15.9
Grade Levels to be served (PK-12)	6-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	126
Number of Adults (parent/ legal guardians only) to be served:	63

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: Cedars International Academy		
9 digit campus ID#	227-817-101	Distance to Fiscal Agent (Miles)	4.2
Grade Levels to be served (PK-12)	K-7		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	160
Number of Adults (parent/ legal guardians only) to be served:	80

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Austin Achieve Public Schools		
9 digit campus ID#	227-825-001	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)	6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	270
Number of Adults (parent/ legal guardians only) to be served:	108

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	8.5
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:
9 digit campus ID#	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:
9 digit campus ID#	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

COORDINATION WITH SCHOOL WIDE PROGRAMS: The Site Coordinators will be members of the school leadership teams and work in close coordination with school principals to ensure the Texas ACE Austin Charter School Collaborative (ACE ACSC) program is coordinated with school wide programs and state compensatory education programs specifically Title 1, Part A and the statutory requirements under Texas Education Code 29.081. The Community Advisory Council will also be a resource for ensuring effective program coordination.

IDENTIFIING AND RECRUITING STUDENTS: The ACE ACSC will target students for program enrollment through a data-driven nomination process. A teacher, administrator, or school counselor will nominate students to the program. **The first priority will be academic need as evidenced by data** (for example school benchmarks or STAAR results). The second priority will be social-emotional need or economic status. The third priority will be parent request (to accommodate the needs of working families). All schools will develop center specific nomination forms aligned with these three priorities. The principal will work with the Site Coordinators and teachers to determine the most effective indicators of need for academic assistance. All center nomination forms will be approved by the Project Director to ensure alignment with grant goals and objectives. Qualifiers listed on the form may include: Failed/low score on STAAR; Failed/low school benchmark, or other standardized assessment; Retained, Limited English Proficient; Unsafe latchkey situation; Free Lunch Participant; Reduced Lunch Participant; Social Emotional Need and Other. "Other" allows staff to list other non-academic reasons the child would benefit from ACE ACSC, such as identified as At-Risk, need for enrichment activities, life-skills, youth-development, socio-cultural experiences, etc. Whenever possible, siblings of referred students will be enrolled in the program to allow convenience for working families (i.e., will only have to make one trip to the campus to pick up their children). A wait-list will be developed at each Center when necessary.

RETAINING STUDENTS AND ENCOURAGING ATTENDANCE: Research indicates that in order for OST programing to have a positive impact on student outcomes the program must be high quality, and students must attend regularly. Therefore, students will only be allowed five unexcused absences or risk removal from the program. This strategy will encourage regular, consistent attendance and discourage drop-in care. Families of students nearing the five absence mark will be contacted by the Site Coordinator to assess any barriers to program participation. The Site Coordinators and Family Engagement Specialists will intervene with supportive interventions if a participant is identified by grantee staff and/or school staff as being at-risk of not achieving sustained participation.

Engaging activities will be designed at each center to encourage consistent participation. Activities will be led by highly trained youth leaders, certified teachers, or community partners. Activities will be hands-on and allow exploring, creating, and interacting with peers while also sharpening academic skills.

Family Engagement activities will be key to retaining students in the program. Research indicates that when adult family members participate in school programs, positive student outcomes, including attendance improve. Adult family members will be strongly encouraged to participate in at least four hours of family and/or adult activities each year. A variety of engaging activities will be offered to adult participants at times that will coordinate with work schedules and are specific to each center. These activities may include parenting workshops, financial literacy or academic support programs.

The nomination process, and attendance requirements will be included in the ACE ACSC Enrollment Packet and Family Handbook. **All program documents will be in English and Spanish.**

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TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AFTERSCHOOL – Operations: All programs will begin on September 5, 2016. If additional years of funding are provided for Y2 and Y3, the program will begin on the first day of school. All of the school districts operate on different school calendars with different dismissal times, therefore each center has different operating hours as outlined in Schedule #21. All programs will begin immediately after school dismissal Monday-Friday, All centers will be open for a minimum of twenty-nine weeks during the fall and spring terms for a minimum for twelve hours per week, but all centers will most likely exceed this minimum requirement. **Schedule:** Depending on the center, Monday-Thursday programing will be two to three hours long and Friday programing will be two to five and half hours long. Everyday students will get a free meal from the TDA feeding program. Student activity schedules will vary from center to center, but all students will participate in targeted academic support, enrichment, and college & career readiness activities every week. In addition, weekly ongoing family engagement activities will be offered at times/days determined through parent surveys. All activities will be a minimum of forty-five minutes.

SUMMER: Operations: All centers will operate a six-week summer program four days per week, four hours per day. If the need exists, centers may choose to provide Friday programing. The times and dates of the program will vary depending on the summer school offerings and school calendars. **Schedule:** The areas of focus for summer will be determined by the results of end of year school and afterschool data collection. All of the summer programs will strategically address best practices for reducing summer learning loss. Secondary students will go on study trips around the city to locations such as universities, museums, community action centers, and STEM businesses. Students will be served free breakfast and lunch or lunch and a snack every day. In addition, weekly ongoing family engagement activities will be offered at times/days determined through parent surveys. All activities will be a minimum of forty-five minutes.

STAFFING: The program will be staffed by certified teachers, community partners, volunteers, and highly trained youth leaders. During most activities the ratio will be 16:2. The maximum allowable ratio will be 20:1.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAFE FACILIATIES: All centers will complete the ACE Safety Checklist (developed by the Texas ACE Program) at the beginning of each year, including the adjunct YMCA site providing space for physical education and community service activities for the ACE program at Austin Achieve. At the schools, the Site Coordinator and principal will complete the checklist. At the YMCA the Site Coordinator and a Y representative will complete it.

INJURIES AND INCIDENCE: ACE ACSC frontline staff will be trained in CPR/First Aid. All campuses will use the protocol and forms as developed by the NYOS ACE program. Small student injuries will be documented using the ACE "Bumps and Bruises" form and given to the parent/guardian at pick-up. For serious injuries, EMS and/or the legal guardian will be called immediately and an ACE "Injury Form" will be completed. The school principal and Project Director will be notified. ACE ACSC frontline staff will participate in school-day professional development on crisis management and positive behavior management to prevent incidences from occurring, should an incident occur that endangers the safety of a student, family member, or staff member, an ACE Incident Form will be completed. The school principal and Project Director will be informed.

DRILLS: All ACE ACSC staff and students will participate in regular safety drills (fire, tornado, lock down).

SIGN IN & SIGN OUT: ACE ACSC frontline staff will pick students up from classrooms or other designated pick up locations when school is dismissed. Frontline staff members will sign in all students to the program. The Site Coordinator or Program Assistant will confirm that any student not in attendance was absent from school or has left school for the afternoon as permitted by a parent/guardian. The student's legal guardian or another adult (over 18 and authorized by the legal guardian) must sign students out of the program with the time and initials.

FAMILY AND STAFF HANDBOOKS: ACE ACSC families will be given a Family Handbook outlining the safety protocol at the center. The Family Handbook will align with the district Student Code of Conduct and school safety procedures. ACE ACSC staff members will be given a Staff Handbook outlining all safety protocols and will also adhere to the district staff handbook.

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TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The five highest needs to address by the Texas ACE Austin Charter School Collaborative (ACE ACSC) program are targeted academic assistance, strengthening a pathway to college, STEM activities, Social Emotional Learning (SEL), and community engagement/Service Learning. In order to successfully meet these needs, activities must be in alignment with school day curriculum and TEKS, be highly engaging and interactive, and be designed and implemented using best practice. It is essential to the success of this community based program, that both student and working families have the opportunity to participate. Best practices for engagement and evidenced-based practices will be used when designing both student and family activities.

SCHOOL DAY AND TEKS ALIGNMENT: There is limited time for school day teachers working in OST to plan academic tutorials that are TEKS aligned, but also fun. Therefore, each district will have an OST Curriculum Specialist (CS). Before programing begins, the CSs will develop units of TEKS based tutorials in reading, writing, and math. These tutorials will be created specifically for ACE ACSC and will not replicate school day curriculum, but will align with it. Academic Assistance activities will be planned using the TEA's Texas ACE Unit and Lesson Plan documents, these documents require proof of TEKS alignment. The tutorials will be hands-on skills practice that can be integrated into a Blended Learning model. Worksheets and "drill and kill" instruction will not be allowed. The tutorials will be implemented by certified teachers. Because the CSs works for the school, the tutorials will not just be TEKS aligned, they will also align with school day curriculum and reflect the unique needs of that campus' student population. To align enrichment activities with TEKS and the school day, all frontline will attend school-day professional development. Enrichment activities will be developed specifically for ACE ACSC to supplement school day academic goals by providing innovative, hands-on skill building opportunities for students. Contracted community partner providing enrichment, will meet with the Site Coordinator to determine how their programing can align with the school day and TEKS. Community Partners will submit an outline of activities that includes a description of how the activities align with the school day and TEKS. The Site Coordinators, Project Director, and principals will conduct regular program observations (of both frontline staff and community partners) to ensure activities are aligned and are being implemented with fidelity. Site Coordinators will meet monthly with the principals to ensure OST and school day alignment. Site Coordinators will participate in school day team meeting and be a member of the school leadership team.

ENGAGING & INTERACTIVE SKILLS PRACTICE: ACE ACSC frontline staff will receive training on how to facilitate engaging activities using best practices such as Project Based Learning, Blended Learning, and Cognitively Guided Instruction. Frontline staff will also have the opportunity to participate in person trainings on Youth Work Method Series and online trainings from You 4 Youth and other research-based sources. When selecting community partners, Site Coordinators and the Project Director only use partners implementing innovative, research based student-driven activities. All activities for both families and students will the foster 21st century skills of communication, collaboration, creativity and critical thinking. The Site Coordinators, Project Director, and principals will conduct regular program observations (of both ACE ACSC frontline staff and community partners) to ensure activities are aligned and are being implemented with fidelity.

EVIDENCE-BASED PRACTICES: All of the charter schools in the ACE ACSC use evidenced-based curriculums. Frontline staff will be trained in the evidence-based practices being implemented at the school. Additionally, the Project Director will ensure ACE ACSC leadership receives ongoing training and resources on OST best practices. The Project Director will facilitate monthly mini trainings for the leadership team (SCs, FES) on evidence-based best practices in OST. The leadership team will also attend a state conference in OST and regional training opportunities. Using a "train the trainer" model, SCs will teach ACE ACSC frontline staff about the evidence-based practices.

LOCAL DATA: Teachers must nominate all students to the program, using data (benchmark scores, STAAR results etc.). A re-nomination process, based on school-day performance data will be conducted each term to assure that the students in most need of academic support are being served. Additionally, the ACE ACSC leadership team will set SMART (Specific, Measurable, Achievable, Realistic, Time Bound) goals for the program and evaluate/improve programing based on SMART goal results.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROVIDING ADAPTABLE ACTIVITIES: The primary objective of the Texas ACE Austin Charter School Collaborative (ACE ACSC) is to improve academic performance for struggling students. To achieve success ACE ACSC will nurture the whole child, helping each to grow academically, socially, and emotionally. ACE ACSC will not just supplement the academic development of students, it will also prepare students for the workforce and college. A key strategy in meeting this objective is providing individualized academic support. All ACE ASCS activities will align with the Texas ACE Four-Component Activity Guide:

Academic Assistance: Before programing begins, a group of certified teachers (Curriculum Specialists) will design TEKS aligned tutorials for each grade level to be implemented at ACE ACSC centers. Because teachers have limited time to plan afterschool lessons, ACE ACSC believes having a shared database of TEKS aligned tutorials will ensure that every afterschool tutorial meets the high expectations for program. At some centers tutorials will be facilitated using a Blended Learning model, with teachers leading small group tutorials and youth leaders supervising other students participating in independent practice on computers. At other centers, teachers will pull out small groups of students for tutorials while youth leaders facilitate related group projects. Teachers will informally assess during each group meeting. Teachers will formally assess students quarterly and the performance data will be analyzed by the Site Coordinator, Principal, and teachers. Adjustments will be made to the tutorial model as needed. Family workshops will also be offered that empower parents with the skills and knowledge they need to help their child grow academically and to graduate.

Enrichment: ACE ACSC will contract with a local community partner to provides counseling and can lead whole group activities, small group activities, and family social-emotional activities. This will help struggling students to strengthen relationship skills, responsible decision-making, social awareness, self-management, and self-awareness so that they can succeed academically and graduate. Community partners and frontline staff will facilitate opportunities for students to be leaders in projects that matter to them. Students that struggle academically will have the opportunity to explore other areas in which they might excel (arts, gardening, design, sports, cooking, community service), encouraging them to graduate and pursue their individual strengthens. Adult family members will be invited to volunteer during these activities.

College and Career Readiness: Activities will be designed that illuminate a pathway to college for students (application and essay help, test prep, assistance in finding finical aid). Activities will be designed to allow students to explore career pathways that interest them, especially STEM career pathways. Both college activities and career activities will be student-driven, so that the ACE ACSC frontline staff can help to students develop individual goals for success after graduation.

Family Engagement: Through family workshops, school and community events, adult only workshops, and volunteering, adult family members will be given ongoing opportunities to help their children graduate and succeed after graduation.

STUDENT TO STAFF RATIOS: All programs will be staffed with a Site Coordinator and Program Assistant who will ensure ratios are effective for meeting individual student need and who will lead activities as needed. Each program is also staffed with ACE ACSC frontline staff (certified school day teachers and youth leaders). During school dismissal, snack, homework help, and pick-up the student to adult ratio will be a maximum of 20:1 and ideally 16:1. During academic tutorials and enrichment, student to adult ratios will be a maximum of 20:1 and ideally 16:2. Academic and enrichment activities are designed to be led by two ACE ACSC frontline staff members or one community partner with support provided by one ACE ACSC frontline line staff member. In the event that an ACE ACSC staff member or community partner is out on short notice and cannot be substituted, the maximum allowable ratio will be 20:1.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas ACE Austin Charter School Collaborative (ACE ACSC) believes that family engagement is absolutely critical for meeting the program objectives (improve academic performance, attendance, behavior, promotion, and graduation rates), and for meeting the five highest needs identified by the Community Advisory Council (CAC) (academic support, pathway to college, Social Emotional Learning, STEM, and Service Learning).

According to the U. S. DEPARTMENT OF EDUCATION'S Dual Capacity-Building Framework for Family-School Partnerships, there is a lack of opportunity for family involvement and, family-school partnerships are often ineffective. To solve this problem, schools should build and enhance staff and families' capacity in four areas ("4Cs"): capabilities (skills and knowledge), connections (networks), cognition (beliefs), and confidence (self-efficacy). By strengthening the 4Cs for in both staff members and family members, family-school partnerships are made more effective. Effective family-school partnerships support student achievement and school improvement. ACE ACSC provides the ideal environment for strengthening these capacities. The Family Engagement Specialist will be the bridge between ACE ACSC staff and school-day staff, and families and communities.

The FES will serve as the ACE ACSC expert in best practices for family engagement. The FES will participate in the Family Engagement Resource Providers (FERP) Project (a nation-wide support network for 21st CCLC programs), a statewide parent involvement conference, and trainings from the Texas ACE state leadership team. Additionally, the FES will share resources with other FES at local Texas ACE programs. The FES will we be a member of the local PIAN (Parent Involvement Action Network). The NYOS ACE program has experience sharing best practices for family engagement. The FES and PD have presented at the Central Texas Afterschool Network (CTAN) annual conference, and in a statewide Pair and Share webinar for Texas ACE.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work at the same office as the Project Director to ensure that the family program is closely aligned with the student program, and so that the Project Director can assist the FES in designing and evaluating the program. The Family Engagement Specialist will support each Site Coordinator in implementing a family engagement program that complements the school campus assets and address the needs of each unique center. The Family Engagement Specialist is part of the ACE ACSC leadership team and will attend (and lead) monthly trainings with the Program Director and Site Coordinators. The Family Engagement Specialist will create a blog or other online resource for the ACE ACSC leadership team that includes activity lesson plans that can be implemented by school-day or frontline staff, a description of all workshops available from community partners, and an activity calendar for each center. The FES will visit one center per week during family engagement programing. These visits will ensure the family activities are being implemented with fidelity and allow the FES to form relationships with the ACE ACSC families and frontline staff. By providing expertise and ongoing assistants for Site Coordinators and frontline staff, the FES will strengthen the 4Cs (capabilities, connections, cognition, and confidence) between ACE ACSC staff and families.

Consistent participation in the program is essential for student success. In early spring, the Family Engagement Specialists will reach out with families that have not attended at least two family engagement activities. If adult family members are not able to attend any scheduled activities, the FES will look for volunteer opportunities in the ACE ACSC program for the adult family member. The goal of this outreach will be to determine the barriers to participation and methods to overcome these barriers. Students will not be penalized if their parents/guardians cannot participate.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The existing NYOS ACE program has seen outstanding levels of parent participation. As of March 2016, 91%(NYOS), 80% (Eden Park Academy) and 71% (Cedars) of families with students in the ACE program have attended at least one family engagement opportunity. Using the NYOS ACE program as a template, the Family Engagement Specialist (FES) will work will new centers in the Texas ACE Austin Charter School Collaborative (ACE ACSC) to develop programming responsive to each campus' need.

SCHEDULE OF ACTIVITES and ACCOMEDATING WORKING FAMILIES: The ACE ACSC Family Handbook will ask adult family members what times/days they are available to participate in activities and set the expectation that adult family members participate in at least four hours of family engagement. Participation will not be required, but strongly encouraged. The FES will determine the activity schedule. Activities may be scheduled in the mornings, afternoons, evenings, or on the weekends. Most activities will be designed for whole families to participate in together. Childcare will be provided for parent only workshops. Snacks or meals will also be provided. Consistent participation in the program is essential for student success. The FES will reach out to parents who have not participated. The goal of this outreach will be to determine the barriers to participation and methods to overcome these barriers.

NEEDS ADDRESSED: Family engagement will align with the top five identified needs as identified in the needs assessment (targeted academic assistance, strengthening a pathway to college, STEM activities, Social Emotional Learning and community engagement/Service Learning) and with five Texas ACE objectives (improve academic performance, attendance, behavior, promotion rates, graduation rates). Family engagement will strengthen the 4Cs (capabilities, connections, cognition, and confidence) between ACE ACSC staff and families.

TYPES OF PROGRAMS:

- **Time Together Monthly Workshops:** These workshop will cover a variety of topics and will foster connections between children and adult family members, schools and families, and communities and families.
- **School Events and Workshop:** ACE ACSC will collaborate with the schools to promote school-wide events, ACE ACSC will supplement school-wide events by hosting activities as part of the events.
- **On-going Parent Education Classes:** Depending on the needs of each campus, ACE ACSC will offer on going supplemental education services to adult family members. These classes may include English as a Second Language Classes, Financial Literacy, and parenting skill classes.
- **Six Week Workshop Series:** Every quarter, families are invited to register for six-week workshop series aligned with the topics students are learning. Possible series include: Coding with Raspberry Pi: Families learn coding together using low cost computers that plugs into a monitors or TVs. This series introduces family members to valuable skills and possible STEM career pathways. Cooking Your Story: Families write stories around recipes that have meaning within their families. All participants receive writing and editing tips, as well as cooking lessons. It reinforces family communication and writing skills. Book Club: Families read books together and meet weekly for book discussion. Books may center on personal growth and address the social/emotional needs of families, or align with academic coursework. College and Career Series: Topics include: choosing the right school, the application process, financial aid, selecting majors and other strategies to promote persistence in college. Healthy Habits for the Young Learner: Families receive tips and strategies for supporting learning at home and developing health habits. Computing Club: Weekly sessions on different facets of basic computing. Subjects include: creating websites, troubleshooting computers, Microsoft Office, and starting an online business.

ADDITIONAL RESOURCES: The NYOS ACE (Cycle 7) program currently operating at three centers in the proposed ACE ACSC and has formed numerous relationships with community organizations that offer free services for family engagement. These organizations include: KLRU/PBS, Capital Area Food Bank, Austin Creative ReUse, Travis County Department of Health, Grow Pediatrics, Outlaw Realty, Sustainable Food Center, Capital Communities, and The Center for Child Protection, Texas Agri-Life Extension and Bookspring. ACE ACSC will continue to utilize these local partnerships to provide high quality, research-based family and parent activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227-804		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	X☐
A02	Provide staff development on eliminating gender bias	☐	X	X☐
A03	Ensure strategies and materials used with students do not promote gender bias	X☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X☐	X☐	X☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X☐	X☐	C☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	X☐
B02	Provide interpreter/translator at program activities	X☐	☐	X☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X☐	X☐	X☐
B05	Develop/maintain community involvement/participation in program activities	X☐	X☐	X☐
B06	Provide staff development on effective teaching strategies for diverse populations	X☐	X☐	X☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	X☐	X☐	X☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	X☐
B10	Provide a parent/family center	X☐	☐	X☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	X☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	X☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X☐	☐	X☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	X☐	☐	X☐
B16	Offer computer literacy courses for parents and other program beneficiaries	X☐	☐	X☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	X☐	☐	X☐
B18	Coordinate with community centers/programs	X☐	X☐	X☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X☐	X☐	X☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X☐	X☐	X☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X☐	X☐	X☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X☐	X☐	X☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X☐	X☐	X☐
C09	Conduct parent/teacher conferences	X☐	X☐	X☐
C10	Strengthen school/parent compacts	X☐	X☐	X☐
C11	Establish collaborations with law enforcement agencies	X☐	X☐	X☐
C12	Provide conflict resolution/peer mediation strategies/programs	X☐	X☐	X☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	X☐	X☐	X☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	X☐	X☐	X☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X☐	X☐	X☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	X☐	X☐	X☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X☐	X☐	X☐
D07	Provide community service programs/activities	X☐	X☐	X☐
D08	Provide comprehensive health education programs	X☐	X☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	X☐	X☐	X☐
D11	Develop/maintain community collaborations	X☐	X☐	X☐
D12	Provide conflict resolution/peer mediation strategies/programs	X☐	X☐	X☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X☐	X☐	X☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	X☐	X☐	X☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	X☐	X☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	X☐	X☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	X☐
H02	Provide staff development on effective teaching strategies	☐	X☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	X☐
J02	Ensure all physical structures are accessible	☐	☐	X☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	X☐	X☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	X☐	X☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	X☐	X☐	X☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	X☐	X☐	X☐
K09	Develop/maintain community collaborations	X☐	X☐	X☐
K10	Coordinate with health and social services agencies	X☐	X☐	X☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X☐	X☐	X☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	X☐	X☐	X☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	X☐	☐	X☐
M08	Provide program materials/information in home language	X☐	☐	X☐
M09	Involve parents from a variety of backgrounds in school decision making	X☐	X☐	X☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X☐	X☐	X☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X☐	☐	X☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	X☐	☐	X☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	X☐	X☐	X☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	X☐	X☐	X☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	X☐	X☐	X☐
N07	Collaborate with colleges/universities with teacher preparation programs	X☐	X☐	X☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X☐	X☐	X☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X☐	X☐	X☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-804		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X☐	X☐	X☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 227-804	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **N/A**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **N/A**

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: ☐	No nonprofit students participating: ☐	No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 227-804	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery N/A

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.
☐ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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